
STATE NORMAL SCHOOL

HYANNIS, MASSACHUSETTS



REGULAR SESSION
NINETEEN HUNDRED AND EIGHTEEN

STATE
NORMAL SCHOOL

AT

HYANNIS, MASS.

CATALOGUE AND CIRCULAR
FOR 1918



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1918.

Term expires
May 1.

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¹ On leave of absence with United States Emergency Fleet Corporation.

² On leave of absence with Chester, Pa., Ship Building Company.

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1876.

THE STATE OF TEXAS.

APPROVED TO VOTE.

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(WINTER SESSION.)

W. A. BALDWIN, B.S., Principal. Educated at Oswego Normal School, Harvard University, Cornell University, Chicago University.

JULIA A. HAYNES, A.B. Educated at Wellesley College; Marine Biological Laboratory, Woods Hole; University of Michigan.

EDMUND F. SAWYER.¹ Educated at Wesleyan University, New England Conservatory of Music.

CHARLES H. MORRILL, B.S. Educated at Bridgewater Normal School, Harvard University.

MINERVA A. LAING. Educated at Oswego Normal School, Institute of Technology.

HANNAH M. HARRIS, Ph.B. Educated at Farmington Normal School, Cornell University, University of Pennsylvania.

ANNIE S. CROWELL, B.S. Educated at Hyannis Normal School, Harvard University, Cornell University.

BESSIE E. GOFF, B.S.¹ Educated at Simmons College.

KATHARINE C. COTTER, Secretary and Librarian.

Hyannis Training School.

WILLIAM G. CURRIER, B.H., Principal, grades 8 and 9. Educated at International Young Men's Christian Association College, Hyannis Normal School.

JOSEPHINE DE WOLFE, grades 6 and 7. Educated at Hyannis Normal School.

EMILIE SEARS, grade 5. Educated at Hyannis Normal School.

CARRIE B. DEAN, grade 3. Educated at Bristol Academy, Hyannis Normal School.

BEATRICE E. LARRY, grade 4. Educated at Hyannis Normal School.

BESSIE A. MORSE, grade 2. Educated at Hyannis Normal School.

GRACE V. ROWLAND, grade 1, Principal Primary Department. Educated at North Adams Normal School.

West Yarmouth Training School.

EDITH NICKERSON, grades 1 to 4. Educated at Hyannis Normal School.

ELIZABETH DAVIS, grades 5 to 8. Educated at Hyannis Normal School.

Other Officers.

BESSIE E. GOFF, Matron of Dormitory.

ALMON L. MASON, Engineer and Janitor.

JOSEPH R. MURRAY, Assistant Engineer and Janitor.

ROBERT P. MURRAY,¹ Gardener.

¹ Part-time service.

FACULTY.

(SUMMER SESSION, 1917.)

W. A. BALDWIN, PRINCIPAL, State Normal School, Hyannis.

MUSIC, Edmund F. Sawyer, Instructor in Music, State Normal School, Hyannis.

PSYCHOLOGY, Henrietta V. Race, Instructor in Psychology, Louisville Normal School, Louisville, Ky.

PEDAGOGY, Chester R. Stacy, Instructor in Pedagogy, State Normal School, Bridgewater.

GEOGRAPHY, Charles P. Sinnott, Instructor in Geography, State Normal School, Bridgewater.

PRIMARY ARITHMETIC, Lena L. Carpenter, First Assistant in Charge, Margaret Fuller School, Jamaica Plain.

PRIMARY READING AND LANGUAGE, Flora Moore, Instructor in Primary Methods, State Normal School, Salem.

PHYSICAL TRAINING, Arthur B. Webber, Superintendent of Schools, Stoneham, Mass.

ENGLISH, James M. Grainger, Instructor in English, State Normal School, Farmville, Va.

UNITED STATES HISTORY, Hannah M. Harris, Instructor in History, State Normal School, Hyannis.

JUNIOR HIGH SCHOOL, Charles E. Finch, Director of Junior High Schools, Rochester, N. Y.

SUPERVISION, F. W. Wright, Deputy Commissioner of Education, and Wm. D. Parkinson, Superintendent of Schools, Waltham, Mass.

LIBRARY CONFERENCES, Martha N. Rich, Librarian, State Normal School, Hyannis.

COMMUNITY CIVICS FOR HIGH SCHOOLS, R. W. Hatch, Instructor in Civics and History, Dorchester High School, Boston, Mass.

PENMANSHIP, Bessie A. Morse, Instructor in Penmanship, State Normal School, Hyannis.

INDUSTRIAL WORK FOR GRADES, Mabel Kimball Baker, Supervisor of Industrial Work, State Normal School, Hyannis.

ART INSTRUCTION, George T. Sperry, Instructor in Art, Brooklyn Polytechnic School, Brooklyn, N. Y.

COOKING AND SEWING, Elizabeth C. Condit, Supervisor of Household Science, Pratt Institute, Brooklyn, N. Y.

DEMONSTRATION SCHOOL, Beatrice E. Larry, Instructor in the Hyannis Training School.

A summer session is held each summer for teachers and superintendents in service. The session lasts for five weeks, usually from about July 10 to August 10.

During the past summer there were 186 persons in attendance. The variety and quality of the work may be inferred from the appended list of instructors.

Any one who is interested to obtain further information may apply for special summer circular.

CALENDAR.

1917.

Sept. 4, 5. — Tuesday and Wednesday, second entrance examinations.
Sept. 6. — Thursday, school year begins.
Oct. 12. — Friday, Columbus Day.
Nov. 28. — Wednesday night, Thanksgiving recess begins.
Dec. 3. — Monday night, Thanksgiving recess ends.
Dec. 21. — Friday night, Christmas recess begins.

1918.

Jan. 1. — Tuesday night, Christmas recess ends.
Jan. 25. — Friday night, fall term ends.
Jan. 28. — Monday morning, spring term begins.
Mar. 22. — Friday night, Easter recess begins.
Apr. 1. — Monday night, Easter recess ends.
June 17. — Monday, Commencement exercises.
June 20, 21. — Thursday and Friday, first entrance examinations.
July 9. — Tuesday, summer session begins.
Aug. 9. — Friday, summer session ends.
Sept. 9, 10. — Monday and Tuesday, second entrance examinations.
Sept. 11. — Wednesday, school year begins.

STATE NORMAL SCHOOL, HYANNIS, MASSACHUSETTS.

THE CAPE COD NORMAL SCHOOL.

The Hyannis Normal School was established especially for the benefit of Cape Cod, and this territory furnishes a much larger number of normal school students than any similar portion of the State; but about half of the students of the winter session come from outside its natural territory, and the summer session is composed in the main of teachers from all parts of the State and from many other States.

The requirements for admission are the same as for the other normal schools of the State (see page 11), but special students of maturity and experience who have decided that they would like to become teachers are especially welcome. Such students can better understand the ideals of the school, and when they graduate and go out into schools of their own are often our best representatives.

INDIVIDUAL INSTRUCTION EMPHASIZED.

The small size of the school makes possible close contact between instructors and pupils, so that sympathetic participation is much in evidence. Then, too, the instructors have fewer class recitations and devote more time to working with individuals, especially in connection with their work in the training school.

HYANNIS EDUCATIONAL IDEALS.

All of the school work is planned with an idea of aiding the student to think about his own life, to understand more and more of the laws in the physical and social world of which he

is a part, and to gradually readjust his life in accordance with these laws. It is believed that every student who responds thoroughly to this kind of education is being prepared in the best way to attempt the same kind of educational work with young children.

An opportunity for such application is given during the last part of the course, when each student devotes a part of his time to practice school work under close supervision.

OPPORTUNITY FOR SELF-HELP.

Another important feature of our school is the opportunity during the regular course to earn and to borrow money. In this way a promising student who can bring \$40 to pay for the board of the first quarter may go through the school without much assistance from home. A large per cent. of the women and all of the men do manual labor in and about the school buildings and grounds, thereby earning substantial sums. This helps to bring about a fine spirit of sympathy and co-operation throughout the school, so that our students are very apt to go out into their own schools very thoroughly imbued with the spirit of service.

TWENTY YEARS OF GROWING.

This is the twentieth year of the school. During all of these years the regular session has opened in early September and closed in June, and the summer session has opened early in July for a session of five full weeks. Never has a day been lost because of epidemic or weather.

INTERDEPENDENCE OF SUMMER AND WINTER SESSIONS.

The work of the summer session has been closely interwoven with that of the regular session. The same principal has presided over both, and naturally the same general policy and the same kind of pedagogy have been developing in both. Mr. Sawyer has been in charge of the music in both from the first, and Mrs. Baker, Miss Crowell, Miss Harris, Miss Morse and Mr. Morrill of the regular session have taught from time to

time in the summer session. The faculty of the summer session has been much more continuous than that of the usual summer school. It has thus been possible to work out certain problems during the regular session, and to apply the same principles during the summer session, so that the work of the summer session has, in its essential features, been dominated by the spirit and ideals developed during the regular session. On the other hand, the summer session, with its faculty representing many other educational institutions and its students coming from widely different conditions and often with rich and varied experiences, has furnished an opportunity for broadening the scope of our ideals and of disseminating them in many directions. Thus the work of the one has reacted upon that of the other in a wholesome, helpful way, and we trust that there has been a continuous forward movement.

APPLICATION FOR ADMISSION.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

REQUIREMENTS FOR ADMISSION TO MASSACHUSETTS NORMAL SCHOOLS.

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the household arts course at the Framingham Normal School, an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a

general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 14 units, 10 of which units, however, must be in subjects given under "A" and "B," secured either by examination or certification. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra,	. . . . .	1 unit.
(3) Geometry,	. . . . .	1 unit.
(4) History,	. . . . .	1, 2 or 3 units.
(5) Latin,	. . . . .	2, 3 or 4 units.
(6) French,	. . . . .	2 or 3 units.
(7) German,	. . . . .	2 or 3 units.
(8) Drawing,	. . . . .	$\frac{1}{2}$ or 1 unit.
(9) Physics,	. . . . .	1 unit.
(10) Chemistry,	. . . . .	1 unit.
(11) Biology, botany or zoölogy,	. . . . .	$\frac{1}{2}$ or 1 unit.
(12) Physical geography,	. . . . .	$\frac{1}{2}$ or 1 unit.
(13) Physiology and hygiene,	. . . . .	$\frac{1}{2}$ or 1 unit.
(14) General science,	. . . . .	$\frac{1}{2}$ or 1 unit.
(15) Stenography,	. . . . .	1 or 2 units.
(16) Manual training,	. . . . .	1 unit.
(17) Commercial geography,	. . . . .	$\frac{1}{2}$ or 1 unit.
(18) Arithmetic,	. . . . .	$\frac{1}{2}$ or 1 unit.
(19) Bookkeeping,	. . . . .	1 unit.
(20) Household arts,	. . . . .	1 or 2 units.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the

secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 5 units.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examinations in the subjects listed under "A" and "B."

B. *Division of Examinations.* — Candidates for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificates.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification in accordance with standards as defined by the Board of Education, as follows: —

A high school in Class A may¹ certificate² to a State normal school any graduates in subjects in which they have a mark of A or B.

A high school in Class B may¹ certificate² to a State normal

¹ The principal of a high school is expected to certificate to a normal school only such pupils as are, in his judgment, reasonably likely to succeed in the normal school and in teaching.

² Candidates whose certificates are accepted by the principal of the normal school are exempted from entrance examinations in those subjects in which they have secured in the last year of work in that subject a mark of A or B, or a mark upon which the school certifies to colleges in the New England College Entrance Certificate Board.

school only those graduates who are in the upper half¹ of the graduating class, and have attained a mark of A or B in at least 10 of the 15 units counted toward graduation from high school.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students, in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as ad-

¹ The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

vanced students, and as special students, as defined in (a), at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 20, 1918.

<i>Morning.</i>	<i>Afternoon.</i>
8.30- 8.45. Registration.	1.30-2.30. Drawing, stenography.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. Geometry.	4.00-5.00. General science, current events.
11.30-12.30. Household arts, manual training.	

FRIDAY, JUNE 21, 1918.

<i>Morning.</i>	<i>Afternoon.</i>
8.15- 8.30. Registration.	1.30-2.30. Algebra.
8.30-10.00. French, German.	2.30-3.30. Chemistry, physics.
10.00-11.30. History.	3.30-4.30. Physiology, bookkeeping.
11.30-12.30. Physical geography, commercial geography.	4.30-5.30. Biology, botany, zoölogy.

TUESDAY, SEPTEMBER 3, 1918.

Morning.

8.30- 8.45. Registration.
 8.45-10.30. English.
 10.30-11.30. Geometry.
 11.30-12.30. Household arts, manual training.

Afternoon.

1.30-2.30. Drawing, stenography.
 2.30-4.00. Latin, arithmetic.
 4.00-5.00. General science, current events.

WEDNESDAY, SEPTEMBER 4, 1918.

Morning.

8.15- 8.30. Registration.
 8.30-10.00. French, German.
 10.00-11.30. History.
 11.30-12.30. Physical geography, commercial geography.

Afternoon.

1.30-2.30. Algebra.
 2.30-3.30. Chemistry, physics.
 3.30-4.30. Physiology, bookkeeping.
 4.30-5.30. Biology, botany, zoölogy.

PHYSICAL EXAMINATION.

A physical examination is required of every applicant for admission. This examination is sufficiently thorough to afford a fair estimate of the health and physique of the candidate.

CURRICULUM.

Designed primarily for students preparing to teach in rural and village schools of all grades.
A period is forty-five minutes in length.

NAME AND NUMBER OF COURSE.	Number of Weeks.	PERIODS WEEKLY OF —		
		Recita- tion.	Labora- tory or Teaching.	Expected Outside Pre- paration.
<i>First Year.</i>				
History and Social Science 1 (Social Study),	18	3	—	4
English Language 1 (Composition),	18	2	—	2 $\frac{1}{3}$
Literature 1 (Modern English Literature),	18	2	—	2 $\frac{2}{3}$
Drawing 1,	18	3	—	4
Music 1,	18	3	—	2 $\frac{2}{3}$
Music 3 (Chorus),	36	1	—	—
Practical Arts 1 (Euthenics),	10	1	2 $\frac{1}{3}$	—
Practical Arts 2 (Cooking),	10	—	2 $\frac{1}{3}$	1
Practical Arts 3 (Sewing),	15	—	2 $\frac{1}{3}$	1
Practical Arts 4 (Woodworking),	18	—	2 $\frac{1}{3}$	—
Practical Arts 5 (Reed and Raffia Work),	10	—	2	2
Science 1 (Chemistry),	18	3	2 $\frac{1}{3}$	2
Science 2 (Physics),	18	5	2 $\frac{1}{3}$	3 $\frac{1}{3}$
Science 3 (Biology),	35	2	2 $\frac{1}{3}$	1 $\frac{1}{3}$
Science 4 (Minerals),	18	2	2 $\frac{1}{3}$	1 $\frac{1}{3}$
Physical Education 1,	18	—	4	—
Physical Education 2 (Hygiene),	18	3	2 $\frac{1}{3}$	2
Physical Education 3,	18	1	5 $\frac{1}{3}$	2 $\frac{1}{3}$
Education 1 (Psychology),	18	3	—	4
Education 2 (Pedagogy),	18	2	—	2 $\frac{2}{3}$
<i>Second Year.</i>				
Mathematics 1 (Number Methods),	10	2	—	2 $\frac{2}{3}$
Mathematics 2 (Arithmetic Methods),	10	2	—	2 $\frac{2}{3}$
Geography,	18	5	2 $\frac{1}{3}$	3 $\frac{1}{3}$
History and Social Science 2 (American History and Civics),	18	4	—	5 $\frac{1}{3}$
English Language 2 (Primary Reading Methods),	10	2	—	2 $\frac{2}{3}$
English Language 3 (Language Methods),	9	2	—	2 $\frac{2}{3}$
English Language 4 (Grammar School Reading Methods),	9	2	—	2 $\frac{2}{3}$
English Language 5 (Penmanship Methods),	10	1	—	1 $\frac{1}{3}$
Literature 2 (Children's Literature),	18	2	—	2 $\frac{2}{3}$
Drawing 2 (Drawing Methods),	18	3	—	4
Music 2,	18	1	—	—
Music 3 (Chorus),	36	1	—	—
Physical Education 4,	18	5 $\frac{1}{3}$	—	1 $\frac{1}{3}$
Physical Education 5,	9	2	—	1 $\frac{1}{3}$
Physical Education 6,	18	1 $\frac{1}{2}$	1	2 $\frac{1}{3}$
Education 3 (History of Education),	18	3	—	4
Education 4 (School Management),	18	2	—	2 $\frac{2}{3}$
Practice Teaching,	18	—	25	10

Advanced Courses.

Whenever students of sufficient promise and number desire to go beyond the work of the two years' curriculum a class will be formed.

The aim of the work offered will be to better prepare students to do departmental work or to prepare for principalships and supervisory work.

MATHEMATICS.

Mathematics 1. Methods in primary number for teachers in elementary schools. Miss ROWLAND.

Second year. Ten weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to study the methods of teaching arithmetic in the primary grades. The principles discussed in class are illustrated in model lessons observed in the training school.

Mathematics 2. Methods in grammar school arithmetic for teachers in elementary schools. Miss CROWELL.

Second year. Twelve weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to point out aims, methods and means of teaching arithmetic in grammar grades. Model lessons are observed in the training school as a basis for classroom discussions. Much time is devoted to the writing of lesson plans and to developing the power to question logically.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. Introductory social study, — a course for teachers in elementary schools. Miss HARRIS.

First year. Eighteen weeks; three recitation periods weekly; outside preparation, average four periods weekly.

The aims of this course are: (1) To make the student conscious of his own relations to the common life of some of the most important social groups of which he is a member, — the family, the school, the town, the State; to direct his observation of familiar facts of such group life; to enable him, by aid of discussion and of reading, to arrive at a few general conclusions whose application will increase his social serviceableness.

(2) To emphasize the social aims of all education, and to suggest those opportunities and means for realizing this aim which may be found by a teacher in the elementary public schools.

History and Social Science 2. American history and civics, — a course for teachers in elementary schools. Miss HARRIS.

Second year. Eighteen weeks; four recitation periods weekly; outside preparation, average five and one-third periods weekly.

The aims of this course are: (1) To increase the student's interest in his social and political environment, his understanding of this environment, and his capability of reacting healthfully upon it. (2) To suggest ways in which the biographical material of history may be utilized in the lower grades to build up for the younger children personal ideals, and ways in which both this and other material from history may be so chosen and so treated in the upper elementary grades as to contribute to the social, especially civic, ideals of the older children.

ENGLISH LANGUAGE.

English Language 1. Course in oral and written composition for teachers in elementary schools. Miss HARRIS and Miss HAYNES.

First year. Thirty-six weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The aim of this course is to train students to think clearly and to express their thoughts well in speech and in writing. To this end the concrete experiences of the pupils, their reading, and other serviceable material will be used.

English Language 2. Methods in primary reading for teachers in elementary schools. Miss ROWLAND.

Second year. Ten weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to acquaint the class with the best methods of teaching reading in the first four grades. Students discuss model lessons observed in the training school and plan lessons for teaching reading in these grades.

English Language 3. Methods in language work for teachers in elementary schools. Miss HARRIS.

Second year, first term. Nine weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The following are the subjects discussed: the aims of language work in the elementary schools, the methods suited to this work, its correlation with other work and the ground to be covered in each grade. The students prepare plans for lessons in the different grades, and these plans are criticized by the class and by the instructor.

English Language 4. Methods in reading for grammar grades, — a course for teachers in elementary schools. Miss HARRIS.

Second year. Nine weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The attempt is made in this course to show by illustration and by suggestion how reading should be taught in the grammar grades. The mental processes involved in the act of reading, procedure tending to cultural results, drill required for improving technique, and principles governing the selection of reading matter are the main phases of the subject which receive attention.

English Language 5. Methods in penmanship for teachers in elementary schools. Miss MORSE.

Second year, first term. Ten weeks; one recitation period weekly; outside preparation, one and one-third periods weekly.

The aims of this course are to give the students power to write neatly and legibly upon the blackboard, and to prepare them to teach this subject in the public school.

DRAWING.

Drawing 1. Introductory course in drawing for teachers in elementary schools. Miss LAING.

First year. Thirty-six weeks; two recitation periods weekly during first term and three recitation periods weekly during second term; outside preparation, two and two-thirds periods weekly during first term and four periods weekly during second term.

The course aims to give training in ability to see correctly forms and colors and to express in drawing what is seen; to lead the student to appreciate relation of beauty and fitness; to develop taste (and aesthetic judgment) in the use of colors, of textures and in design; and to lead to a keener appreciation of manifestations of harmony in color or form in life.

Drawing 2. Method course for teachers in elementary schools. Miss LAING.

Second year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

This course aims to instruct students in methods of teaching each of the several aspects of drawing in the elementary grades. It includes, also, practice in blackboard sketching and the planning and working out of several forms of constructive work adapted to use in the elementary grades.

MUSIC.**Music 1. Methods in music for teachers in elementary schools.**

Mr. SAWYER.

First year. Thirty-six weeks; one recitation period weekly.

Music 2. Methods in music for teachers in elementary schools.

Mr. SAWYER.

Second year, first term. Eighteen weeks; one recitation period weekly.

The object of Courses 1 and 2 is to give students confidence and therefore greater efficiency in their class work by acquiring (1) accurate knowledge of the subject-matter; (2) the ability to do themselves what they will require of their pupils; (3) more critical judgment, by means of which they will be able to recognize and correct errors; (4) a practical command of methods.

Music 3. Chorus singing by the whole school. Mr. SAWYER.

First and second year. Seventy-two weeks; one recitation period weekly.

PRACTICAL ARTS.**Practical Arts 1 (Euthenics). Introductory household arts course for teachers in elementary schools. Miss GOFF.**

First year. Ten weeks; one recitation period weekly; outside preparation and practice, average two and two-thirds periods weekly.

The aim of this course is to help our students to a practical realization of the best methods of keeping their dormitory rooms and conveniences and school rooms clean, neat and orderly.

Practical Arts 2. Cooking course for teachers in the elementary schools. Miss GOFF.

First year. Ten weeks; two and one-third laboratory periods weekly; outside preparation, average one period weekly.

The aim of this course is to acquaint our students with the basic principles of cookery, and to apply these principles to the cooking of such foods as are in common use in the home. Part of the time is devoted to the consideration of methods of teaching cooking in the grades of rural schools.

Practical Arts 3. Sewing course for teachers in elementary schools. Miss GOFF.

First year, second term. Fifteen weeks; two and one-third laboratory periods weekly; outside preparation, average one period weekly.

The aim of this course is to prepare teachers for teaching sewing in the grades of the elementary schools. Students are required to make certain types of practical articles adaptable to grade work. The students consider methods of teaching sewing as well as the actual sewing.

Practical Arts 4. Manual training course for teachers in elementary schools. Mr. MORRILL.

First year. Eighteen weeks; two and one-third laboratory periods weekly; no outside preparation.

The aim of this course is to acquaint the students with the common tools used in woodworking, the use of working drawings, the preparation and finish of woods, with some suggestions as to the principles which shall determine the kind of work done in elementary grades.

Practical Arts 5. Methods in handwork, such as weaving, hammock making, cane seating, reed and raffia work, etc., for teachers in elementary schools. Mrs. BAKER.

First year. Ten weeks; two laboratory periods weekly; outside preparation, about two periods weekly.

The aim of this course is to train teachers to deal properly with manual work appropriate for the elementary schools.

SCIENCE.

Science 1. Content and method course in chemistry for teachers in elementary schools. Miss LAING.

First year, first term. Eighteen weeks; three recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, two periods weekly.

The aim of the course is to lead the student, through study of chemical action observed in his every-day life, as combustion in its relation to lighting and heating, fermentation and the action of acids and bases in their relation to cooking, etc., to an interpretation of chemical law; to lead him to formulate chemical principles and to apply them in meeting the needs of his life as student and teacher.

Science 2. Physics course for teachers in elementary schools. Mr. MORRILL.

First year, second term. Eighteen weeks; five recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, three and one-third periods weekly.

The aim of this course is to explain phenomena of every-day life, to give a reasonable basis for facts met in other subjects and in the life of the elementary school, and to acquaint the student with scientific reasoning for his own cultural development.

Science 3. Biology for teachers in elementary schools. Miss HAYNES.

First year. Thirty-six weeks; two recitation periods weekly; two and one-third field or laboratory periods weekly; outside preparation, one and one-third periods weekly.

The aim of this course is to make students acquainted with the living things about them in such a way as to broaden their sympathies, to make their own lives richer, and to increase their helpfulness as members of the community in which they live. The course is at once cultural and practical. Throughout the year there is constant study of plants and animals in their natural surroundings, or living under practically normal conditions in garden and laboratory. Vegetable and flower gardens are made; the relation of birds, insects, weeds and fungous diseases to man is studied. The students collect, clean and test seeds, spray, prune and graft trees, and take an active part in the control of insect pests of the shade and forest trees of the town. Methods are studied throughout the course.

Science 4. Content and method course in minerals for teachers in elementary schools. Miss LAING.

First year, second term. Eighteen weeks; two recitation periods weekly; two and one-third laboratory or expedition periods weekly; outside preparation, one and one-third periods weekly.

The course purposes to further the natural interest of the student in the minerals most nearly related to his life; to lead to an intelligent appreciation of the industrial importance of minerals; to supplement school garden work by study of soils in their relation to minerals, and of soil conditions favorable to plant growth; and to lead the student to observation of surface forms and to interpretation of them as the result of such dynamic forces as frost, running water, wind, etc.

PHYSICAL EDUCATION.**Physical Education 1. Introductory course in physical training for teachers in elementary schools.** Miss CROWELL.

First year, first term. Eighteen weeks; four exercise periods weekly.

The aim of this course is to acquaint students with forms of formal gymnastics, folk-dancing, games and sports that are suitable for use in elementary schools. Much of the work is done out of doors.

Physical Education 2. Course in hygiene for teachers in elementary schools. Miss CROWELL.

First year, first term. Eighteen weeks; three recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, two periods weekly.

The aim of this course is to help students to interpret their own experiences through a study of the structure and functions of the human body and to apply their knowledge to every-day living.

Physical Education 3. Preliminary course in methods in physical training for teachers in elementary schools. Miss CROWELL.

First year, second term. Eighteen weeks; one recitation period weekly; five and one-third exercise periods weekly; outside preparation, two-thirds of a period weekly.

The aim of this course is to point out the values of various forms of physical training, and to train students in the technique of leading groups of people in formal gymnastics, folk-dancing and games. Practice in teaching fellow students is provided.

Physical Education 4. Methods in physical training for teachers in elementary schools. Miss CROWELL.

Second year, first term. Eighteen weeks; five and one-third periods weekly; outside preparation, average one-fourth of a period weekly.

The aim of this course is to direct students in observation and practice in teaching children gymnastics, folk-dancing and games. Students observe the work of the regular teachers in the training school and assist in teaching.

Physical Education 5. Methods in hygiene for teachers in elementary schools. Miss CROWELL.

Second year, second half of first term. Nine weeks; two recitation periods weekly; outside preparation, one and one-third periods weekly.

The aim of this course is to help students to see ways in which the public school may influence the health of children, and to plan how to inspire and encourage children to practice various phases of hygienic living.

Physical Education 6. Course in playground supervision for teachers in elementary schools. Miss CROWELL.

Second year, second term. Eighteen weeks; one recitation period fortnightly; two playground periods fortnightly.

The aim of this course is to point out the possibilities of play as a form of training, and to give actual practice in playground work.

EDUCATION.

Education 1. Introductory course in educational psychology for teachers in elementary schools. Mr. BALDWIN.

First year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

The aim of this course is to aid students to understand the more obvious mental activities, and thus to give them a basis for the study and practice of modern pedagogy.

Education 2. Course in pedagogy for teachers in elementary schools. Mr. BALDWIN.

First year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to help the student to understand what is meant by method, and how the proper method always grows out of the natural relations which exist between the development of the human mind and the study of the subject under consideration.

Education 3. Course in history of education for teachers in elementary schools. Mr. BALDWIN.

Second year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

The aim of this course is to review the principles of psychology and pedagogy and to give to them additional emphasis, breadth and strength by giving them an historical setting and by connecting their development with the evolution of human thought.

Education 4. Course in school management for teachers in elementary schools. Mr. BALDWIN.

Second year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, two periods weekly.

The aim of this course is to aid the students to understand the principles underlying the school management which is being applied, both in the normal school and in the training school, and how they may apply these same principles in their own schools.

LITERATURE.**Literature 1. Course in modern English and American literature for teachers in elementary schools.** Miss HARRIS.

First year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, average four periods weekly.

The aim of this course is to increase the student's appreciation, not only of books, but also of certain aspects of nature and of life whose realization is believed to be cultural in the deeper sense of the word. These aspects have been forcefully or attractively dwelt upon in the work of some modern authors whose appeal to the interest of young men and women is vital, but who have written also for children. About one-third of the time is spent on this literature for children.

Literature 2. Course in children's literature. Miss HARRIS.

Second year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The aim of this course is to make the young teacher not only acquainted at the outset with a considerable body of children's literature, but also able to select wisely the additional literature that new occasions will demand.

GEOGRAPHY.

Geography. Methods course for teachers in elementary schools.
Mr. MORRILL.

Second year. Eighteen weeks; five recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, three and one-third periods weekly.

The aim of this course is to give the student a knowledge of elementary laws of physiography, and acquaint him with the best methods of teaching geography in the elementary schools.

PRACTICE TEACHING.

Practice Teaching. Observation and teaching in the practice school, for teachers in elementary schools.

Second year, second term. Eighteen weeks; about twenty-five recitation periods weekly; outside preparation, about ten periods weekly.

The aims are to furnish students illustrations of good teaching, and to train these students in planning and giving lessons to children for whose welfare they are temporarily responsible, and in all of those details which are necessary in a good school.

STUDENTS' LOAN FUND.

This fund shall, so far as practicable, be used to loan, in such sums and to such students of the State normal school at Hyannis as the trustees may, after careful investigation, consider proper recipients of such loans.

The personal note of the pupil receiving the loan, with or without indorsement, payable in five years or less, with interest at 4 per cent., shall be taken and held by the trustees.

STATE AID.

The State appropriates \$4,000 per annum for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but no one receives such assistance till the second term of the course.

Any one desiring to obtain assistance through the students' loan fund or the State aid fund should apply to the principal of the school for the proper blanks.

GUSTAVUS HINCKLEY FUND.

The income from the Gustavus Hinckley Fund is now available, and is being used to aid promising students who need such assistance.

FREE TUITION.

Residents of Massachusetts declaring their intention to teach in the State will not be required to pay tuition; but each pupil from another State shall pay at the beginning of each half-year session the sum of \$25 for the use of the school.

BOARDING HALL.

Non-resident students are expected to board in the dormitory or in private families approved by the principal.

The State has erected, furnished and keeps in repair this fine building without expense to the students; all money paid for board is therefore expended for provisions and service; thus first-class accommodations and excellent board are furnished at a very low rate. The cost to students is \$180 for the school year of forty weeks. Board is payable quarterly, in advance, *i.e.*, \$45 at the beginning of each ten weeks of the school year.

FURNITURE.

Each boarder is expected to furnish bedding, towels, napkins and napkin ring and clothes bags. It will be well for each to bring four pillow cases, three sheets, two blankets and one coverlet. Every article of clothing must be distinctly and indelibly marked with the owner's name.

OTHER EXPENSES.

Textbooks and reference books are loaned to the students free of charge, but they are expected to pay for any damage to books or furniture which they may be using, to buy their own paper and notebooks and to pay for breakage in the laboratory work. The total of such expenses for a year is only a few dollars.

STUDENT GOVERNMENT.

Each class is given an opportunity, soon after entering the school, to discuss the desirability of watching themselves and one another, and of building up a class spirit which will not admit such things as cheating at examinations.

Once in ten weeks the students who live in the dormitory elect a committee from their own number to share with the principal and the matron the government needed in their dormitory life.

The committee have frequent meetings, to consult regarding general tendencies or individual needs, and very often the principal of the school is called in for advice. The principal keeps in very close touch with the dormitory committee, and whenever it seems wise he discusses with the student body wrong tendencies and the desirability of higher standards, and supplements this and the work of the committee by personal interviews with students who are inclined to be thoughtless and careless.

THE SCHOOL A FAMILY.

A plan is being gradually evolved by which most of the domestic work of the school is done by the teachers and students. Each person takes care of his own room at the dormitory. Some of the students wait on the table, wash dishes, clean floors and do other work similar in character. These receive compensation in accordance with the amount of work performed.

THE SCHOOL AND THE PUBLIC.

The school holds itself in readiness to respond to calls from the superintendents and teachers of the vicinity for any assistance which it can render. It welcomes all interested visitors to its sessions or to inspect its equipment. Rooms are gladly provided for teachers' meetings and for lectures which are of a distinctly educational value.

For particulars regarding the regular or summer sessions, address the principal.

LIST OF STUDENTS, REGULAR SESSION.

Seniors.

Allison, Esther M.,	Chatham.
Baldwin, William R.,	Hyannis.
Cambra, Mary I.,	Provincetown.
Campbell, Helen M.,	Norfolk.
Clemmey, Mary E.,	Fall River.
Cullinane, Mary C.,	East Walpole.
Francis, Anthony R.,	Truro.
Jacobs, Mary J.,	Provincetown.
Knowles, Rebecca A.,	Orleans.
Lynch, Ursula M.,	Fall River.
Maley, Rose,	Sandwich.
Mayhew, Ruth H.,	Chilmark.
McDermott, Vera L.,	Fall River.
Mitchell, Sadie M.,	Hyannis.
Morse, Mildred I.,	Hyannis.
Nickerson, Otto E.,	South Orleans.
O'Brian, Rose T.,	New Bedford.
Perry, Julia M.,	Provincetown.
Phillips, Norwell A.,	Harwich Center.
Rogers, Gertrude,	Orleans.
Rogers, Lilian F.,	Raynham Center.
Silva, Agnes M.,	Provincetown.
Smith, Edith J.,	Orleans.
Sparrow, Leonora,	Orleans.
Sullivan, M. Loretta,	Fall River.
Taber, Amy F.,	Acushnet.
Thacher, Edith F.,	South Dennis.

Juniors.

Ashley, Elizabeth,	West Harwich
Beck, Eliza M.,	Dartmouth.
Besse, Lillian M.,	Fairhaven.

Caton, Frank L.,	Provincetown.
Chace, Marion B.,	Hyannis.
Doherty, Mary L.,	Franklin.
Fawcett, Dorothy,	Seaside Park.
Fuller, Milton L.,	East Falmouth.
Giles, Grace A.,	Bradford.
Keefe, Genevieve B.,	Fall River.
Kelley, Maude B.,	South Dennis.
Litchfield, Mildred D.,	North Scituate.
Madeiros, Mary I.,	Edgartown.
Percival, Gertrude,	Hyannis.
Sollis, Ethel B.,	Kingston.
Sprague, Nina B.,	South Orleans.
Weeden, Effie A.,	Quincy.

Special Students.

Adams, Marie,	Osterville.
Brown, Marion S.,	Plainville.
Finkelstein, Wm.,	Dorchester.
Mello, Victor E.,	Provincetown.
Nute, Dorothy M.,	North Rochester.

LIST OF STUDENTS, SUMMER SESSION, 1917.

Abbott, Sara,	.	.	.	.	.	Portland, Me.
Adams, Persis F.,	.	.	.	.	.	Milford.
Allen, Jennie,	.	.	.	.	.	Boston.
Almstedt, Esther Marie,	.	.	.	.	.	Worcester.
Amiot, Amanda Calista,	.	.	.	.	.	Worcester.
Austin, Edith A.,	.	.	.	.	.	New Bedford.
Baldwin, Fred H.,	.	.	.	.	.	South Dennis.
Barclay, Flora E.,	.	.	.	.	.	Spencer.
Bates, Hazel,	.	.	.	.	.	Plymouth.
Bennett, Lydia A.,	.	.	.	.	.	Leonia, N. J.
Bernstein, Wilhelmina A.,	.	.	.	.	.	Fall River.
Blakeman, Florence L.,	.	.	.	.	.	Brockton.
Bonzey, Almira L.,	.	.	.	.	.	Worcester.
Boutwell, Emma F.,	.	.	.	.	.	Lowell.
Boynton, Alice B.,	.	.	.	.	.	West Newbury.
Bradeen, Annie A.,	.	.	.	.	.	Dorchester.
Brasor, Minnie D.,	.	.	.	.	.	Long Island, N. Y.
Bridges, Edith L.,	.	.	.	.	.	Framingham.
Briscoe, Retta M.,	.	.	.	.	.	New Bedford.
Buckley, Emma,	.	.	.	.	.	Worcester.
Cambridge, Florence B.,	.	.	.	.	.	Needham.
Campbell, Maudiste A.,	.	.	.	.	.	Presque Isle, Me.
Chapin, Marguerite,	.	.	.	.	.	Florence.
Chapin, Mary I.,	.	.	.	.	.	Boston.
Chapman, Rachael L.,	.	.	.	.	.	Holbrook.
Chapman, Ruth B.,	.	.	.	.	.	Worcester.
Chase, Grace M.,	.	.	.	.	.	Hampton Falls, N. H.
Cheever, Lucy M.,	.	.	.	.	.	Andover.
Childs, James R.,	.	.	.	.	.	Hinsdale.
Clark, Elizabeth C.,	.	.	.	.	.	Gloucester.
Clark, Gladys R.,	.	.	.	.	.	Concord.
Cleary, Mary T.,	.	.	.	.	.	Cambridge.

Clement, Gladys F.	.	.	.	.	Warren, N. H.
Colby, Laura G.,	.	.	.	.	Halifax.
Conlon, Nellie E.,	.	.	.	.	Worcester.
Conway, Frances L.,	.	.	.	.	Quincy.
Cooke, Caroline V.,	.	.	.	.	Brockton.
Cozzens, Kathleen,	.	.	.	.	Southbridge.
Cressey, Mildred E.,	.	.	.	.	Manchester Center, Vt.
Crocker, Eloise H.,	.	.	.	.	Hyannis.
Crowell, Marion D.,	.	.	.	.	Montclair, N. J.
Currier, Wm. G.,	.	.	.	.	Hyannis.
Dean, Beatrice,	.	.	.	.	Fairhaven.
Derby, Ethel E.,	.	.	.	.	Manchester Center, Vt.
DeShon, Georgia D.,	.	.	.	.	Brighton.
Dowd, Irene B.,	.	.	.	.	Nashua, N. H.
Doyle, Annabel E.,	.	.	.	.	Worcester.
Doyle, Loretta Elizabeth,	.	.	.	.	Ludlow.
Doyle, Margaret L.,	.	.	.	.	Natick.
Driscoll, Anna F.,	.	.	.	.	Whitinsville.
Dunnells, Clifford W.,	.	.	.	.	Andover.
Eldredge, Marion W.,	.	.	.	.	Dorchester.
Ellis, Florence M.,	.	.	.	.	New Bedford.
Emond, Matilda L.,	.	.	.	.	Silver Lake.
Fitman, Anna G.,	.	.	.	.	Worcester.
Fitz, Edith F.,	.	.	.	.	Hamilton
Fitzpatrick, Mary,	.	.	.	.	Boston.
Fitzsimmons, Ruth E.,	.	.	.	.	Fairhaven.
Flint, DeLafayette,	.	.	.	.	Greenfield.
Foran, Mary A.,	.	.	.	.	Worcester.
Forsyth, Edith M.,	.	.	.	.	West Newbury.
Foster, Beatrice S.,	.	.	.	.	Pittsfield.
Foster, Edith H.,	.	.	.	.	Pittsfield.
Fowler, Evalene M.,	.	.	.	.	Milton.
France, Eunice M.,	.	.	.	.	New Braintree.
Franklin, Grace,	.	.	.	.	North Attleborough.
Giles, Amy E.,	.	.	.	.	Bradford.
Gillies, Anita G.,	.	.	.	.	Riverpoint, R. I.
Goldsworthy, Grace,	.	.	.	.	Ore Hill, Conn.
Grady, Annie L.,	.	.	.	.	Rockland.
Gray, Minnie E.,	.	.	.	.	Medfield.
Hagarty, Marie A. B.,	.	.	.	.	Worcester.
Haley, Mary E.,	.	.	.	.	Island Pond, Vt.

Hallett, Mary M.,	Hyannis.
Hammond, Elizabeth P.,	Brockton.
Hanrahan, Anna P.,	Boston.
Harmon, Lou M.,	Watson.
Hart, Amy L.,	Winsted, Conn.
Haskell, Jenny P.,	Salisbury.
Haskell, Mabelle W.,	East Lynn.
Hazard, Alice M.,	Boylston.
Hendricks, Edith F.,	Holden.
Hendricks, Jennie L.,	Holden.
Herdt, Freda,	Shrewsbury.
Hoeneumann, Carlotta E.,	Millis.
Hopkins, L. Thomas,	Yarmouthport.
Horton, Ida J.,	South Rehoboth.
Hovenden, Lena F.,	Newtonville.
Howarth, Esther,	Swansea.
Hunt, Caroline L.,	Somerville.
Jensen, Anna Christine,	Granby.
Johansen, Fannie O.,	Newburyport.
Johnston, Edna M.,	Greenwich Village.
Jones, Mildred F.,	Worcester.
Keech, Alma M.,	Danielson, Conn.
Keeley, Faith W.,	Charleston, W. Va.
Keene, Leone M.,	Malden.
Kelleher, Marion M.,	Framingham.
Kelley, Evie F.,	Somerville.
Kendall, Nina L.,	Winter Hill.
Kennedy, Rachael,	South Dennis.
Killigrew, Elizabeth M.,	New Bedford.
Killigrew, Helen E.,	New Bedford.
Kittredge, Daisy M.,	Newport, Vt.
Knights, Margaret L.,	Marshfield Hills.
Krantz, Signe B.,	Worcester.
Lawson, Elsie M.,	Avon.
Leach, Josephine H.,	South Dennis.
Leighton, Eva L.,	Brockton.
Litchfield, Mildred D.,	North Scituate.
Locke, Gertrude S.,	Newtonville.
Locke, Louise,	Sturbridge.
Long, Helen F.,	Brockton.
Long, Margaret A.,	Brockton.

Looney, Mary E. D.,	Worcester.
Louhoff, Martha E.,	Crozet, Va.
Lowell, Jane P.,	Newburyport.
Lyman, Cassius S.,	Hudson.
Lyman, Warren B.,	Hudson.
Mackinnon, Florence,	Lexington.
Maher, Frances V.,	Hyannis.
Manley, Doris B.,	Plympton.
Manning, Mabel M.,	Marblehead.
Marrinan, Mary M.,	Woburn.
Martin, Mary R.,	Millville.
May, Maria F.,	Groton.
McCoy, Frank E.,	West Lynn.
McDonald, Mary M.,	Westford.
Meyers, Jennie,	Belmont.
Morrison, Louise M.,	Lanesville.
Neal, Marie J.,	Pittsfield.
Nickerson, Eliza M.,	South Duxbury.
Nickerson, Sarah K.,	Yarmouth.
Page, Ella O.,	West Newbury.
Page, Wilma Willa,	Bakersfield, Vt.
Parmenter, Clara G.,	Ashland.
Perrin, Vernetta L.,	Attleboro.
Poore, Mary H.,	West Newbury.
Poore, M. Olive,	West Newbury.
Pulcifer, Helen G.,	Gloucester.
Reingold, Dora,	New Bedford.
Richardson, Hazel M.,	Townsend.
Ricles, Edith B.,	Dorchester.
Rogers, Edward H.,	Dumpling Rock Light.
Rogers, Marion G.,	Raynham Center.
Roper, Alice E.,	Allston.
Roscoe, Isa B.,	Marblehead.
Rounds, Alice L.,	Stoughton.
Rowlandson, Modwena M.,	Lowell.
Russell, Ethelyn,	Still River.
Schaffer, Ava R.,	New Bedford.
Schmidt, Claudia,	South Manchester, Conn.
Scudder, May S.,	Brockton.
Serradell, Luz,	Mexico City.
Seward, Ruth E.,	Pittsfield, N. H.

Shaughnessy, Caroline,	Wareham.
Shea, Elizabeth M.,	Worcester.
Small, Madaline,	Roslindale.
Smith, Clara G.,	Attleboro.
Smith, Elaine R.,	Natick.
Stott, Helen M.,	Franklin.
Strand, Rachel,	Haverhill.
Strong, Wm. M.,	Brookfield.
Sullivan, Edna F.,	Cambridge.
Thacher, Mary,	Yarmouthport.
Thomas, Stella L.,	Walpole.
Thompson, Alice G.,	Brockton.
Thompson, Susie G.,	Framingham.
Tinkham, Lillian P.,	Hyannis.
Traill, Annie H.,	Attleboro.
Trussell, Frances P.,	Hamilton.
Tuller, Abbie L.,	Hyannis.
Upham, Frances L.,	Weston.
Vanderhoop, Pauline A.,	Gay Head.
Vining, Eugene C.,	Billerica.
Walker, Nina E.,	Adams.
Webster, Bertha E.,	Island Pond, Vt.
Weeden, Effie A.,	Quiney.
Welch, Irene M.,	Lynn.
West, Helen K.,	Brockton.
Wetherbee, Mabel W.,	Boxborough.
White, Agnes M.,	North Dighton.
Whitman, Mary E.,	Beverly.
Wiggin, Miriam,	Lynn.
Wilson, Sylvia A.,	Easton, Me.
Wright, Ethel M.,	Springfield.

